

Appendix F_1: ET_Course-Embedded Internship Summary



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Course-Embedded Internship Summary and Validation Report

Directions: This report should summarize all Course-Embedded Internship Activities that have been recorded in the log forms. You will submit this completed form in your 12th course.

- The Internship requires a minimum of 150 course-embedded hours.

State Competency Standard/ISTE Technology Facilitation Standard	Course Number	Date Completed (Required)	Time Spent on Activity	Description of Activity	Reflection (150 words or less describing what you learned from this activity) (Required)
IL.6 TF-I, TF-II, TF-V, TF-VI, TF-VII, TF-VIII	EDLD 5306 Concepts of Educational Technology	5/16/2011	15 hrs	Students will complete all parts of each Technology/Leadership self-assessments and thoroughly document the results as required. Students will thoroughly summarize key ideas of each section of their State's Technology Plan and describe their State Technology Curriculum Standards.	<p>In reflecting upon the experience of planning out the next eighteen months of activities for my internship, I enjoyed the process even though it was very stressful experience. The process allowed me to reflect upon what I have learned, not just in the last five weeks, but also in the last nineteen years of being a technology director/network administrator/teacher/grant writer. This combined knowledge has been applied to develop a plan to improve the learning environments for the students attending Falls City ISD. Reading educational technology and network administration articles in addition to software and hardware manuals has been a career long endeavor that has proven valuable in practice and in developing my field-based plan. It is a practice that will continue; however, I see that I not only need to read the articles, but reflect upon them considering how I can utilize the knowledge in my daily work. I have also found that it does not hurt to read instructional methods and strategies books.</p> <p>The continuing E-RATE program in addition to previous county wide projects test my abilities to coordinate and manage large projects even as they afford the opportunities to collaborate with people not just within our community, but on a larger county and statewide level. I work hard to be ethical in every aspect of every collaborative agreement, from promise through the complete implementation; i.e., contacting, ordering, installation, documenting, training, budgeting, and final reporting. I continue to work hard to ethically carry out my daily duties. It is difficult to uphold ethical standards without the ability to enforce the acceptable use policies that are in place. The effort has created some tensions with key members of the administrative staff. As part of my future learning experiences, I will need to</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>focus learning new consensus building communication skills as I continue to grow technology integration skills that will enable our staff to teach students in the mediums to which they respond.</p> <p>Where technology and personal communication are concerned, the acquisition of the best skills utilized in the most fluent way possible is what makes projects and relationships successful. Lifelong learning habits of acquiring new knowledge and communicating this knowledge to my peers, students, and family are what will make or break, not only technology projects, but personal relationships as well. To be successful in my professional and personal life, I will have to cultivate life learning habits and communications skills. One of these is in the area of journaling, i.e. reflecting upon everything almost daily. The next eighteen months will prove whether or not that will make a difference in the outcomes of my field experience plans.</p>
<p>IL.6</p> <p>TF-III, TF-IV</p>	EDLD 5301 Research	6/26/2011	10 hrs	<p>Students engage in identifying an action research topic(s) or research question(s) and designing a draft action plan completing a recommended template or format of a blueprint of the action research plan.</p>	<p>In reflecting on the leadership skill of developing an action research plan, I realized that I have been actively utilizing action research plans over the last fifteen years without the full benefit of understanding the “big” picture. The Telecommunications Infrastructure Fund Board (TIFB) grant and the US E-RATE program application processes were/are applications of this process. My leadership skills are tested annually as the E-RATE process continues. Utilizing the inquiry process , gaining community and countywide consensus, using some, if not all of the processes mentioned in the Dana text, devising the action plan, carrying out those actions, tweaking, and moving on to the next grant cycle and next question is an exhilarating process that did lead to continuous improvement and technology integration in our district as long as the funding was available. The impetus to actively continue the process as TIF went by the wayside and ERATE continued has been a challenge, one that ultimately resulted in my enrolling in this program in order to learn how to reactivate the level of energy and enthusiasm for educational growth and technology integration that so greatly benefitted our students in the past.</p> <p>This action research project will test my old and newly acquired web 2.0 technology skills in addition to the new knowledge I have learned about the action research process. As I become a more confident active learner leader with the implementation of my action research project, this process can rejuvenate not just our district teachers, but learning throughout our community. Please utilize the links included to review a more complete course reflection that also includes the resource links that were excluded due to space restraints.</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

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	EDLD 5301	6/26/2011	5 hrs	<p>Students review comments from colleagues and site supervisors and engage in revising their draft action research plan. By the end of Week 5, students should confer with their site supervisor(s) and agree on an action research topic and plan.</p>	<p>In reflecting on this, my first academic action research project I realized that the piece of knowledge of most significance to me is that of the action research process and its role in ongoing continuous personal, classroom, campus, and district improvement. It has the potential to transform a school district into a cohesive community of learning that goes beyond the bounds of camaraderie that exists due to support that exudes from every corner of our county for our very successful athletic program.</p> <p>Utilizing the action research process will give me active learner leadership skills that will enable me to model and help successful teachers institute their own inquiries as well as campus level inquiries into topics important to them. My action research plan focuses on answering the question: How can interactive student response systems be utilized to build student cognitive skills? Teachers have access to student interactive response systems and all the tools available; they lack the time and are a bit unsure as to how to develop lessons that utilize these tools. To alleviate this problem, I plan to develop a set of at least 6 generic “clicker” oriented lessons with tiered levels of learning requirements utilizing the Marzano and Pickering (2005) books, <i>Building Academic Vocabulary</i>, and <i>The Highly Engaged Classroom</i> (2011), by the same authors, together with web 2.0 supplemental tools.</p> <p>I have received feedback from my site mentor, principal, Dr. Abshire, and several classmates that wasn’t all good, but it wasn’t all bad either. It made me think things through more thoroughly and start the process of consensus building with a district wide survey as discussed in the course text by Dana. My Action Research plan is posted on my wiki and linked to my blog. My reflections with resource documentation are posted on my blog. Wiki: https://pastartz.wikispaces.com/Action+Research+Project Blog: http://pastartz.blogspot.com/</p>
I.1 TF-I, TF-IV, TF-V, TF-VI,	EDLD 5333 Leadership for Accountability	6/11/2012	5 hrs	<p>Students create a personal vision of leadership.</p>	<p>See paragraph below.</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

TF-VIII					<p>The completion of this assignment has enabled me to convert the brief outline of an action plan into a solid plan of action for bridging the gaps in curriculum instruction revealed by the first round of STAAR testing. I work closely with the Principal to maintain and revise the plan annually. This gave me the opportunity to update the relevant section to include Teacher professional development for the curriculum alignment tool, Scope. The decision to utilize this tool in the coming year has been made by the administrative staff in an effort to help teachers bridge current instructional gaps as revealed in the first round of STAAR assessments.</p> <p>Mostly, the information in the readings has reminded me of the early processes a very dynamic superintendent used as he led our staff and community to grow into the earliest of days of the twenty-first century. In a manner which was new to the whole community, he involved every stakeholder in every phase of the process of adopting visions, developing mission statements, drafting our first formal Campus Improvement Plans, and the adoption of a design/build for our new elementary. It was an exciting time, and, after a few minutes consideration, I believe it was the birth of the idea of “Beaver Nation.” This core vision of a unified community that strives to bring out the potential for adult leadership in every child and the child out in every parent.... It is an awesome thing to behold. But a little more careful consideration reveals that student academic success could be throttled if current and future administrators cannot utilize the expectation of exemplary performance in everything “Beavers do” to help older teachers adjust their curriculum to meet modern rigor and the inclusion of the analytical and problem solving skills students will need to be successful, not only on STAAR assessments, but as productive members of the twenty-first century global economy.</p> <p>To this end, the readings have given the framework for revising and modernizing the early vision to encompass the newest curriculum, assessment, and budget challenges as the district proceeds into the second decade of the twenty-first century.</p> <p>Specifically, the December 2007 article, <i>The Importance of Visions For Schools and School Improvement</i>, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028 reminded</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>me of the superintendent's belief in the Covey way... ie, a purpose driven life. The article demonstrates the relevance of purpose and vision in school planning. The online article, <i>Components of a Vision</i>, provided by the North Central Regional Educational Laboratory provided both the components of an updated Vision Plan as well as further readings on the process, and pitfalls to avoid when I lead our staff through the continuing process of revising our existing campus improvement action plan and vision statements to encompass the current educational challenges twenty-first century, among them, more rigorous assessments. I have something to check the existing framework against to be sure it is as complete as possible and to remind me to seek the input of our staff. The mention of Covey and the "Purpose driven life" has rekindled an interest in that series of self-help books. I think they will include information to help me adopt habits that will make me a more effective educational leader.</p> <p>Resources:</p> <p>Blocker, C., Startz, P., et.al, Falls City High School Campus Improvement Plan, retrieved June 10, 2012, from: http://www2.fcisd.net/index.php?option=com_docman&task=doc_download&gid=1731&Itemid=102&lang=en, p. 13, 30-31.</p> <p>Jones, L., (2007, Dec. 17), The Importance of Visions For Schools and School Improvement, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028</p> <p>No author or date, Components of a Vision, retrieved June 10, 2012 from: http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le1comps.htm</p>
<p>I.1</p> <p>TF-I, TF-IV, TF-V, TF-VI, TF-VIII</p>	EDLD 5333 Leadership for Accountability	6/11/2012	5 hrs	Students attend a Site-Based Decision-Making (SBDM) meeting, record reflections, and interview the principal and one other staff member regarding collaboration, consensus building strategies, ethical relationships, typical	<p>I attended the final SBDM of the year in March 2012. It was well organized fast paced meeting held prior to the monthly school board meeting. Agenda items were discussed, STAAR preparations and expectations, and the technology responsible use policies were among the agenda items. Community Member Gene Lake made a motion to request the school board increase teacher salaries to retain and attract talented teachers. The 30 minute meeting was adjourned in order to allow members to attend the school board meeting.</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				agenda items, etc.	<p>In reflecting on the process: it was short, but necessary business was accomplished. Early meetings when we had much to do did take longer; however, over time, the process has become very efficient in order to accommodate the very busy schedules of everyone involved. When lengthy documents are to be discussed, for example, the campus improvement plans or the technology plan, committee members review them in advance. Meeting discussions center on the changes needed, approval or disapproval in form and then the final version. Social discussions take place before or afterwards. The effect is a very short, but to the point meeting that effectively accomplishes its purpose. Over the years, the topics discussed have varied. These committees have collaborated and provided input, including the guiding vision for the initial campus improvement plans, technology plans, Technology Infrastructure Fund Board Grants, a construction grant for a new elementary, the early implementation of video conferenced dual credit courses in high school curriculum, a new roof, updated restroom facilities, etc. I am proud to say that I have been very active in many of these initiatives over the years. After much thought, I cannot think of any ethical issues raised that required the committees' input. The suggested interview questions did not include ethics questions, so none were asked of the interviewees. For more information, please refer directly to the entire embedded reflection at: https://pastartz.wikispaces.com/file/view/I-003+Course-Embedded+Activity+Log+1SBDM+interviews+5333+w+interviewsC.pdf</p>
I.1 TF-I, TF-IV, TF-V, TF-VI, TF-VIII	EDLD 5333 Leadership for Accountability	6/25/2012	5hrs	Students demonstrate leadership for accountability by researching best practices, including specific professional development to address a target area and list the strategies and rationale	<p>The week four assignment was actually a combination of the assignments of the last three weeks, supplemented with the ideas and knowledge learned from the reading assignments in week 4. In order to complete this assignment, I reviewed the 8th grade mathematics disaggregated data as reported in FCHS's AEIS report for 2010-11. While the campus has an exemplary rating, I noticed that two groups, while still above the Texas Commended standard did not enjoy the same level of success as their peers. In a school as small as FCHS, it is possible that rating is based upon the poor performance of a single student; however, a similar result in multiple subjects for the same groups indicates the need for improving and/or</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>for using each strategy.</p>	<p>utilizing additional resources and/or methods to aid learning for special needs students and Hispanic students in mathematics and science. I narrowed the Campus Improvement Plan to cover mathematics only because that was the scope of the assignment.</p> <p>In accordance with Jay McTighe and Ronald Thomas’s 2003 article, in the February edition of Educational Leadership published by the Association for Supervision and Curriculum Development, I utilized the “three-stage backward design process for curriculum planning...to ensure that decisions were driven by data..ie, I identified desired results, analyzed multiple sources of data, and determined appropriate action plans.”(52)</p> <p>As I thought about goals and objectives, I referred to examples of S.M.A.R.T. goals provided by (Learning Point Associates, 2004) to create, a goal that was, “Long-range, broad statement of expected student outcomes that is specific, measurable, achievable, realistic/results-oriented/research-based, and time bound while maintaining consistency with the vision and mission of the campus.” As I went through the process, I compared goal and objective statements to existing campus improvement plans, the FCHS plan conforms to methods outlined in this course; however, it does need to be updated to take into account STAAR assessment instructional needs as dictated by the first disaggregated data reports in August of 2012. This course would have been much more meaningful had it fallen during the revision process following that report; however, since I have a very active role in that process annually, this information will be put to use in short order.</p> <p>The school culture of FCHS reflects the belief that our teachers and students will work together to sustain continuous improvement. According to Joanne Rooney’s 2008 article, “What Do We Believe?”, (90), this is an “Essential Area of Belief,” that goes beyond the checklist of what principals do to create the vision that defines FCHS in the hearts and minds of the community and student body. Students and teachers have established a record of setting, achieving, and maintaining goals to achieve exemplary performance each time the state raises the achievement bar. The challenges posed with the increased rigor of the STAAR assessments are no exception. District administration has seen the raw data for 2011-2012 STAAR assessments, although disaggregated data in the form of AEIS reports are not yet available. They agreed with my suggestion of implementation of the CSCOPE tools and with providing additional and ongoing professional</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>development. Common planning periods are an idea that occurred to me today, I will have to take that to the Principal for approval. We are a very small district; in 2012-2013 the district will have two JH/HS Mathematics teachers; for the first time in 15 years, neither is a coach. As a result, the common planning period might be possible. Additionally, the new teacher has experience with CScope, I hope she will be able to act as a Lead teacher to help the other teacher learn to effectively utilize this very beneficial tool and collaboratively plan an 8th grade curriculum that better aligns learning outcomes to state standards for all students including our special needs and ELL students. The three benchmark activities preceding the planned tutorials should enable targeted tutorial sessions specific to each child's needs with the added benefit of additional resources for special needs and ELL student groups.</p> <p>Where the budgeting of the improvement plan activities is concerned, I believe I accurately calculated what the training and additional tutorials will cost for the 8th grade mathematics students only. I apportioned a portion of the cost of the program, tutorials, and additional training, to the two mathematics teachers. Of course, in the event a student is At-Risk of failing the course, rigorous tutorials are provided during the day in learning labs and, if necessary after school. 22 days of STAAR assessment specific tutorials will allow 11 weeks of 2 tutorial sessions a week during the 2nd semester for students with below standard benchmark performances. The first begins after the 3rd benchmark; the last tutorial will be the Thursday before the April 2, 2013 administration of the 8th grade mathematics STAAR assessment. As tight as budgets are these days, the ability to conservatively, but accurately project the necessary budget for successful program implementation is critical. The experience gained from this portion of the project will be valuable.</p> <p>Works Cited:</p> <p>Adams, N., (2008), EDLD 5333 Leadership for Accountability Course Glossary, retrieved from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028, 1-3, June 1, 2012.</p> <p>*McTighe, J., & Thomas, R. S. (2003). Backward design for forward action. Educational Leadership, 60(5), 52-55.</p> <p>*Rooney, J. (2008). What do we believe? Education Leadership, 65(5), 88. , retrieved from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					2791028, June 1, 2012.
					* Notes readings included in the course
I.1 TF-I, TF-IV, TF-V, TF-VI, TF-VIII	EDLD 5333 Leadership for Accountability	6/10/2012	5 hrs	Students conduct a data-based needs assessment. Based on the areas of need identified, students create a campus action plan to address the needs identified including professional development plans, allocation of resources to support the plan, and any tools needed for school improvement efforts	<p>The completion of this assignment has enabled me to convert the brief outline plan of action for bridging the gaps in curriculum instruction revealed by the first round closely with the Principal to maintain and revise the plan annually. This gave me the opportunity to include Teacher professional development for the curriculum alignment tool, this tool in the coming year has been made by the administrative staff in an effort to help address instructional gaps as revealed in the first round of STAAR assessments.</p> <p>Mostly, the information in the readings has reminded me of the early processes the superintendent used as he led our staff and community to grow into the early days of the state in a manner which was new to the whole community, he involved every stakeholder in every decision. Adopting visions, developing mission statements, drafting our first formal Campus Improvement Plan, adoption of a design/build for our new elementary. It was an exciting time, and, after a while, I believe it was the birth of the idea of "Beaver Nation." This core vision of a unified community, looking out the potential for adult leadership in every child and the child out in every parent... behold. But a little more careful consideration reveals that student academic success comes from the future administrators cannot utilize the expectation of exemplary performance in every classroom. Teachers adjust their curriculum to meet modern rigor and the inclusion of the analytical skills that students will need to be successful, not only on STAAR assessments, but as productive citizens in the twenty-first century global economy.</p> <p>To this end, the readings have given the framework for revising and modernizing the curriculum to encompass the newest curriculum, assessment, and budget challenges as the district proceeds into the second decade of the twenty-first century. Specifically, the December 2007 article, <i>The Importance of Visions For Schools and School Improvement</i>, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028 reminded me of the superintendent's belief in the Covey way... ie, a purpose driven life. The article demonstrates the relevance of purpose and vision in school planning.</p> <p>The online article, Components of a Vision, provided by the North Central Regional Educational Laboratory provided both the components of an updated Vision Plan as well as further readings on the process, and pitfalls to avoid when I lead our staff through the continuing process of revising our existing campus improvement action plan and vision statements to encompass the current</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>educational challenges twenty-first century, among them, more rigorous assessments. I have something to check the existing framework against to be sure it is as complete as possible and to remind me to seek the input of our staff. The mention of Covey and the “Purpose driven life” has rekindled an interest in that series of self-help books. I think they will include information to help me adopt habits that will make me a more effective educational leader.</p> <p>Resources:</p> <p>Blocker, C., Startz, P., et.al, Falls City High School Campus Improvement Plan, retrieved June 10, 2012, from: http://www2.fcisd.net/index.php?option=com_docman&task=doc_download&gid=1731&Itemid=102&lang=en, p. 13, 30-31.</p> <p>Jones, L., (2007, Dec. 17), <i>The Importance of Visions For Schools and School Improvement</i>, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028</p> <p>No author or date, <i>Components of a Vision</i>, retrieved June 10, 2012 from: http://www.ncrel.org/sdrs/areas/issues/educatrs/leadership/le1comps.htm</p>
<p>I.1</p> <p>TF-I, TF-IV, TF-V, TF-VI, TF-VIII</p>	EDLD 5333- Leadership for Accountability	6/19/2012	5 hrs	Students conduct a data-driven, comprehensive needs assessment using the latest AYP and AEIS data, a multi-year history of this data, and a comparable improvement report.	<p>I enjoyed working through the processes of this assignment. I utilized the article, Backward Design for Forward Action, written by Jay McTighe and Ronald S. Thomas in 2003 as a guide for the process. As instructed, I completed these steps:</p> <ol style="list-style-type: none"> 1) Identify Desired Results; 2) Analyze Multiple Sources of Data; 3) Write Data Summaries; 4) Develop the Action Plan. <p>The end result of this week’s assignment doesn’t quite look like the local campus improvement plan; however, it does provide the data and research needed to justify the actions recommended. Finishing the action plan will involve considering all the steps required for 3-5 years of activities to fully implement the actions recommended. Last school year saw the completion of the first round of STAAR assessments. It became evident just how critical it will be for each teacher to meet the curriculum timelines for each course. Early results of the first round of assessments this year indicate the concerns about curriculum alignment were</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>justified. District and campus administrators and lead teachers have met the staff at our regional service center to discuss ways to address the alignment concerns. The CScope curriculum and assessment database tool was recommended as a possible tool set to address these concerns.</p> <p>In a recent course, I had the opportunity to work with teachers who use CScope on their campuses. I was really impressed with the fact that anyone can access a particular topic at different grade levels to learn what is expected to be covered at each grade level and which knowledge level classification it has at each grade level. For me, the icing on the cake is that full technology integrated lessons and assessments written to the STAAR assessment standards are included as references or for actual use by teachers. Due to my experience with the program, I was able to recommend further investigation by the administrators might be warranted. At this point, the program has been adopted, administrators have set up training for lead teachers in July and August, I am among those that will be trained for local Administration of the database. It is to be implemented as a tool to aid curriculum alignment K-12 throughout the district and provide best practice lesson examples for each teacher to use directly, modify, or model their own lessons after. CScope lessons include supplemental materials to help teachers help their ELL students and to help special needs students. Please remember their performance is still above the state's previous commended performance level; however, these two groups were not performing quite as well as their peers. The supplemental materials mentioned above will provide suggestions within the framework of individual lessons so that teachers do not have to look elsewhere.</p> <p>My coursework gave me the knowledge to make a solid recommendation that I believe will help the teachers in my district modify their curriculum to the necessary standards to continue to enable students to learn the material required to meet exemplary performance standards.</p> <p>The timing of this course is slightly off, the work being required would have worked great for last year's data; however, this year, we do not yet have access to the first official reports for STAAR assessments. Regardless, I do know it is important that just as soon as the results are disaggregated and presented to school districts that positive action be taken to address teaching and learning gaps. I found several articles and sites with multiple links to documents that will help provide research based activities in the classroom, on the campus, and at the district level.</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>This work will definitely help me improve campus and district action plan suggestions for recommended improvements in the upcoming campus improvement plan revision process.</p> <p>Works Cited or referenced directly or indirectly:</p> <p>McTighe, J. and Thomas, R., (2003, February), Backward Design for Forward Action, Association For Supervision and Curriculum Development; Educational Leadership, retrieved from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028# June 22, 2012.</p> <p>CSScope Q&A, Region XIV Educational Service Center, retrieved from: http://www.esc19.net/CSCOPE/about.html, June 22, 2012.</p> <p>(No author/date), All DifferentiatedInstruction articles, retrieved from: http://www.readingrockets.org/article/c64/, June 22, 2012.</p>
<p>IL.6</p> <p>TF-VI</p>	EDLD 5344 School Law	11/5/2011	15 hrs	<p>Application of learning by designing a remediation to a situation you would like to improve in your school. In your School-Based Analysis, you familiarized yourself with special education policies in your state and school district. For your Application, you will use this knowledge as you follow a fictional student, Julia, who has just enrolled at your school. You will develop an Individualized Education Program for "Joseph,"</p>	<p>In reflecting upon the student-management issues discussed in this course, I believe the student-management issues that will be most relevant to me as a school administrator are those related to religion, and those related to equal access of school facilities, by extension, the school website. This course has taught me, the reasons for the disappearance of school prayer and for limiting access to school facilities to only student organizations affiliated with K-12 curriculum. Where religion is concerned: According to Dr. Hopson, (week4,slide5) I should analyze the first situation with the Lemon test, i.e., "Is the practice secular or non – religious in purpose? Is the primary effect of the policy or practice one that advances or inhibits religion? Does the practice create an excessive entanglement between Church and State?" As I consider these questions, I must answer that the practice is religious, it advances religion, and very possibly creates an entanglement between Church and state; however, the meeting (Church before school on important game days) occurs off school grounds, students and their parents voluntarily attend, but students may feel coerced into attendance by their peers....This practice seems to invite a Lemon Test court case; however, because the meeting occurs off-campus and attendance is voluntary, the church and state entanglement may vanish, unless a student could say they were pressured into attendance by peers, teachers, the community at large.</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>monitor how her program is implemented in the classroom, and use your knowledge of student rights and school management to make sound decisions when she engages in behavior that calls for disciplinary action. This assignment will require you to use knowledge gained from your lectures and readings, and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. Your final step will be to make suggestions about how management policies and procedures for special education students at your school can be improved. In all instances, you are expected to cite relevant law and/or policy that you used to formulate your answers.</p>	<p>Where Equal Access is concerned: The 4-H club and spurs league are allowed to utilize school facilities for practice and meetings. These organizations are not affiliated with school curriculum. According to Dr. Hopson's week 4 lecture, "a school establishes a limited open forum when they permit one or more non-curriculum related student groups to meet on campus before or after classes." (slide 10). If I understand the EAA correctly, the district is also obligated to allow any other non-curriculum related student organization, even a radical one, to meet in the same facilities. By extension, because the school has allowed a link to the FC Spirit site, a web site created and hosted by student's parents and not affiliated with any curriculum, the district would have to post links to other non-curriculum oriented groups, if a request was made, event to a radical site. In each case, not allowing the new organization to meet on school property or to link from the school web site would be a violation of the Equal Access Act and be prosecutable. Knowing these facts and acting upon the remedies are two different things. In each case, at this time, if a person(s) tried to extricate the school from possible litigation by putting a stop to the practices without a law suit threatening, that person might as well pack their bags and move. These are deeply entrenched traditions in our school community, reflective of the morals and values of the majority of the community. Knowing this information will help me consider each situation and try to devise an alternate solution that will enrich the community in equal or greater measure to the tradition that will be lost.</p> <p>In reflecting upon teacher evaluation and remediation, I reviewed the information contained in the 2005 article, <i>Teacher Evaluation: Principals' Insights and Suggestions for Improvement</i>, published in vol36, No.1 &2, volumes of the Planning and Changing Journal, I have learned that our school district might be a bit behind the times where teacher evaluation and remediation are concerned. The district has a policy for teacher evaluation posted online and follows it. New teachers are evaluated twice a year; seasoned teachers need only complete a pre and post summative evaluation each year. When I first started teaching in 1992, all teachers were required to submit to two evaluations a year. In an effort to streamline the process, the Principal wants me to develop an online survey type tool to speed most of the process up. The article I read was old, so I feel that I need more information on current evaluation expectations around the state. There is also a situation brewing involving a seasoned teacher being "drafted" to teach an advanced course in a closely related field. Conflicting stories are flying about how</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>often and when she is available for tutorials and her willingness to help students with difficult homework. Due to the situation, it is possible that she may not be able to help the students. In my opinion, the principal needs to determine if the teacher is in need of additional course materials, resources, and/or subject matter remediation and provide whatever she needs before parents make a formal complaint. In not making herself available to the students, she may be creating a situation that will provide the angry students and their parents grounds for a suit on the basis that she is “denying access” to course curriculum by not being available when promised and not helping them in class. The situation has been brought to the Principal’s and Superintendent’s attention. As such, they need to act immediately in order not to be liable for indifference and/or neglect that is resulting in students’ denial of access to learning.</p> <p>I am not clear as to whether or not the fact that the teacher was assigned to teach this course in a closely related field, and took the assignment in order to keep her job makes the administrators any more or less responsible for the situation. As budgets become tighter, this situation is liable occur in many districts. Is it really the teacher’s fault they are not a subject expert when they were assigned to teach a course that is not in their field, and were not advised of the fact until the pre-service week before school started when there was no time to seek summer professional development or other employment? In the event a student or group of students were to file suit for denial of access to learning in this course, who should be held accountable? I need to research the accountability issues in these kinds of cases. Another legal topic that will continue to affect every school leader in a variety of aspects of school management over the next few years is No Child Left Behind Legislation. This reflection is limited specifically to the Children’s Internet Protection Act, or CIPA as covered by Dr. Sheryl Abshire in the week 4 video conference lecture for this course. While I have been dealing with the local implementation of CIPA for several years now, applying the required filtering to keep students from unwittingly blundering into inappropriate sites during online research sessions, I have learned during this course that there are new regulatory statutes with which districts must comply. While blocking known pornography, drug and weapons related sites, etc. is expected; new legislation makes it clear that it is not permissible to block the sites of radical political and religious groups in the name of “CIPA.” It turns out these sites enjoy the protections of “Free Access” under the constitution’s first amendment. Additionally, the newest iteration of this legislation requires student education for proper online searching, online behavior,</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>and online security precautions for every student, every year. CIPA regulations also address cyber bullying, (online harassment of classmates, teachers, administrators, and unknown persons.) Students are to be taught about the pitfalls, punishments, and preventative measures to reverse the rising number of cases of Cyber bullying, which, in some cases, has resulted in the death of the victims of this mostly covert crime. In thinking about the previous effort to inform teachers about Cyber bullying, I note they have the materials. Some are rather dry, some are very good. The better ones include online and /or power point presentations appropriate for most grade levels. Teachers need to present this information as a unit to cover during their class. Students will advance from grade to grade, so teachers will be encouraged to customize the material to suit their assignments after the first year. In reflecting upon the IEP and remediation process, I have learned the hierarchy of the legal structure that provides educational protections for students with disabilities. The law presumes that every district will automatically be able to provide resources needed for special populations without taking into consideration the finance structures for districts vary from state to state, district to district and school to school. Property poor districts have a very difficult time meeting the educational needs of the general education population. The Texas Legislature's most recent budgetary actions have left school districts reeling; The technology allotment was rescinded, the budgetary amount cut in half and combined with the textbook allotment. This fund has to stretch to cover a biennium. Specifically, in Falls City, the allotment for the first year was \$32000. For the second year, it will be about \$12000. New textbook and electronic materials adoptions to prepare students for the new STAAR test have eaten up all but \$5000.00 of that allotment. That will not cover the cost of either Microsoft licensing or telecommunications port fees needed to provide teachers and students the platforms and internet access to reach electronic research databases or online curriculum. This at a time when electronic curriculum possibilities are expanding exponentially. In effect, the Texas legislature is guilty of indifference to the needs of not only the state's general education K-12 population, but also to it's special populations who, in many cases rely more heavily on technology tools than their general education peers. Does this willful neglect open the door for legal action against the state? I certainly think it is possible someone may realize there is room for litigation to rectify the devastating effects the legislature's recent funding that run counter to the states's technology initiatives as published in Texas Ten Year Technology Plan. Getting back to my point, if districts do not have the funds to provide for general education students, some additional services can be provided via Title 1: IDEA funding for the special</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>education program. Federal funds that the district might receive are siphoned off by the Goliad Special Ed. co-op who provides psychologists, speech therapists, and ARD professionals. There are not usually funds left over for extra equipment or services, but I can imagine in some districts, that might not be the case. So my question is...is it fair to the general education population in Property Poor school districts for their peers being served under the special programs umbrella to receive technology tools, electronic books, etc. that the district cannot provide to the general population? According to Dr. Mike Hopson, in the first lecture of this course, slide 19, Board of Education v. Rowley (1982), "A school is only required to provide services that allow special education students to progress academically, not services that maximize their potential." Utilization of Federal funds to provide electronic services and technology tool resources not available to the general education population in effects creates a situation in which the "free appropriate public education" standard has been exceeded for special populations and opens the door to some very interesting legal questions.</p> <ol style="list-style-type: none">1) Has the established bar for what constitutes FAPE been raised Nationally to include the provision of electronic services, telecommunications resources, and technology tool resources?2) Would general education population students have grounds to pursue legal rectification in order to procure resources equal to those being provided to special populations where electronic services, telecommunication resources, and technology tool resources are concerned?3) My logic: The Texas Legislature commissioned and published an extensive study and report called the Texas Long Range Plan for Technology(TLRPT. It details services and equipment, that should exist in state, local, county, and city government offices and schools. As such, it defines and describes the 21st century classroom, i.e. the services and equipment that should be present in every classroom to meet FAPE for every child. Property poor Districts are at maximum taxing evaluations. In many cases, schools are in buildings built early in the 20th century, with wiring and utility services to match. Recent budget cuts aggravated an already intolerable situation. These districts are in blatant violation of FAPE law and vulnerable to a FAPE lawsuit, especially if Title I: IDEA funds provide services and equipment to meet Federal FAPE guidelines for special populations. If Texas School Finance Law shortcomings are restricting the funds necessary to meet FAPE for general education populations, then districts have a right and obligation to sue the state to reform school finance law to produce funding levels that will enable all districts to meet FAPE guidelines for 21st
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>century classrooms as established in the Texas State Long Range Plan for Technology.</p> <p>4. The evidence suggests, the Texas Legislature has quietly denounced the Texas Long Range Plan for Technology as a defining document for classrooms of the 21st century. In which case, they may wield FAPE like a shield in an argument along the lines of : "A school is only required to provide services that allow...students to progress academically, not services that maximize their potential."</p> <p>Hopson, M. (2011), <i>Week 4: School Management Issues: Part 1: Religion in Schools</i> retrieved from : https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2271604,(slides 1-27). Oct. 24, 2011.</p> <p>Kersten, T. A., & Israel, M. S. (2005). <i>Teacher evaluation: Principal's insights and suggestions for improvement. Planning and Changing</i>, 36(1&2), 47-67.</p> <p>Abshire, S. (2011) Cyberlaw update adapted from presentation to NASSB. Video retrieved from: http://lamar.adobeconnect.com/p2c1lu7d7zp/, October 28, 2011.</p> <p>Hopson, M. (2011), <i>Week 1: Establishment and Control of Schools: Part 3: Free Appropriate Public Education</i> retrieved from : https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2271604,(slides 17-19). Oct. 24, 2011.</p>
I.3 TF-VI, TF-VII	EDLD 5345 Human Resource Mgt	7/24/2011	5 hrs	Students review Chapter 247 of the Texas Administrative Code, "Educators' Code of Ethics," conduct observations and/or interviews in your school, and use the results of those observations interviews to complete	<p>The assignment this week started with a review of the the Texas Code of ethics, Chapter 247.2 giving us the opportunity to acquaint ourselves with the ethical codes for Texas educators and to analyze the ethical situations building principals discussed with us last week. This gave us an opportunity to put into context the principal's decisions based on governing laws. There was one additional readings concerning principal ethics and laws. I realize I need to do more reading in this area to develop a broader decision base for the future and ethical thoughts to ponder. The discussion questions enticed me to consider ethics and the legal side of being a principal to a limited degree, I would have like some more reference material.</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>the "Code of Ethics Mind walk."</p>	<p>The rest of the assignment entailed reading several articles about district policies and procedures concerning human resources and personnel management in regards to hiring, induction, and mentoring practices new hires. Analyzing those readings based upon the Texas Principal competencies, and determining which competencies they supported. Most of the ones I read dealt with competency 005 and 006.</p> <p>In reflecting upon what I have read this week, I realize, it is very important to take into account the school culture, the existing course schedule, and possible upgrades to a course schedule that different teacher credentials bring to the table, before even posting information about a job opening. Once posted, it is critical to devise a set of "legal" questions that give one a sense of the type of teacher a candidate is underneath the polish. Then to consider the number of applicants and the actual interview process so that nothing is left to chance. I was included in the process of determining whether or not a new hire would meet the highly qualified criteria to teach a History of Mathematics course. It is critical to the district's standings, and to student schedules and graduation that the correct course is taught with a correctly qualified teacher. It seems to me this should have been taken into account before the teacher was hired, not afterward.</p> <p>I multitask all the time, but never considered applying that to a job interview scenario. In reflecting on these readings, it is interesting to see multitasking applied to educator interviews as summarized in Dr. Joseph Koenigs Knecht's article, <i>Screening and interviewing New Teachers</i>, in the May/June/July 2003 Best Practices published by the AASPA. His article provided me with a way to survive interviewing large numbers of candidates in small time slots utilizing his "Quick Screen Interview" process of several rounds of a few questions eliminating candidates after each round. Additionally the version of the panel interview process he presented, the Sequential Interview process, allows each committee member to ask a given set of questions of a set of applicants recommending the top flight applicants based on those responses, committee members compare notes on each candidate at the end of the day, the best candidates usually rise to the top. The top candidates are interviewed again in short mini interview sessions and finalist chosen from this group. According to Koenigsknecht, "When committee members summarize their findings and share results with the rest of the committee, experience has shown that it is not difficult to agree on the top two, three, or four</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>candidates from the day's interviews.”(p.23). I hope I might get the opportunity to attend a job fair with the Principal, so that I might see these practices in action. The interview template looks like it will be very helpful.</p> <p>Source note: The provisions of this legal code, 247.2 adopted to be effective March 1, 1998, 23 TexReg1022; amended to be effective August 22, 2002, 27 TexReg 7530 and downloaded from the site: https://lamar.epiclms.net July 18, 2011.</p> <p>The Principal Competencies quoted above came from their inclusion in the week 1 assignment: https://lamar.epiclms.net, EdLD 5345, Week 1 assignment retrieved, July 12, 2011.</p> <p>Koenigsknecht, Dr. J. (2003), Screening and Interviewing New Teachers, Best Practices, in School Personnel, American Association of School Personnel Administrators, May/June/July 2003, pp 23 – 24.</p>
<p>II.6</p> <p>TF-VI,</p> <p>TF-VII</p>	EDLD 5345 Human Resource Mgt	7/24/2011	5 hrs	Students conduct an interview with an administrator at their school regarding strategies for recruiting and retaining high-quality teachers and administrators.	<p>The administrators at Falls City ISD are not “wordy,” they do not embellish anything and at this time of year, they are seriously spending as little time as possible at school. I mentioned I needed to ask about disciplinary situations last week and left a copy of the questions with the intention of discussing them and taking notes. The principal, graciously stated the situations that required disciplinary action, then stated the action taken. Each scenario was a one sentence response, very cut and dried no real discussion. There is very little information to critique and/or reflect upon.</p> <p>In retrospect, minimal, basic documentation of situations with possible legal ramifications is probably a good idea. There is less likelihood that a short dissertation will inadvertently provide unintended leverage against one, in the case of a legal action. In further considering the actions taken, and whether or not she demonstrates cultural proficiency. It appears to me that using the criteria of cultural proficiency in the 2007 article, <i>Cultural Proficiency: Tools for Secondary School Administrators</i> by Kikanza, N. et.al., the principal analyzed each situation based upon guiding ethical code (247.2) and acceptable cultural responses within our conservative rural community and demonstrated she can, “communicate effectively with them, understand who they are and the cultural context from which they come, and perceive and treat them with respect.”(18). She applied appropriate remedies</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>and the situations were resolved without a lot of fuss.</p> <p>The administrators on my campus included me in a fact finding mission this week to determine what rules governed the assignment of an incoming teacher that would allow him to teach in a subject area out of his area of expertise. Texas and FCISD utilize the NCLB HQ guide to determine a teacher's highly qualified status. It is very important in school ratings, rankings, and finances to maintain a 100% high qualified teaching staff. According to what I learned this week, small rural schools can apply Rural Flexibility to our situation since the teacher is new to our district. This person must be assigned to teach at least 1 subject in an area in which he is highly qualified, then he can teach one or more subjects in which he is not. In this case, we need an advance mathematics course for students who more than likely will not be going to college. History of mathematics may/may not be closely related to his K-12 social studies certification, because it is history, even if Rural flexibility did not grant him the ability to teach this course, the superintendent can. Other questions come into play, such as does the instructor have at least 6 college hours in the closely related field? Most degrees do have at least 6 hours of college math, but without having access to his college transcripts, we do not know this. Otherwise mathematics developed as civilizations and cultures developed to solve construction and navigation problems.... It should be a good fit for a social studies teacher to teach the history of mathematics. I do not know what they will decide at this point.</p> <p>I think, in this case, while the coaching network provided a candidate that may be a good coach and teacher, his credentials do not meet the current curriculum needs. Being a small, rural school, the flexibility granted by the Rural flexibility rule may designate him as highly qualified to teach that course or any other that meets the curriculum needs of the students in that class, it may not- the call will be the superintendent's</p> <p>It is possible, that had the superintendent and principal done two things:</p> <ol style="list-style-type: none">1) Examined the curriculum needs of the projected schedule; and2) gone outside the pool of acquaintances of the coaches by utilizing the regional and statewide candidate database, they would have found a candidate with the right set of credentials to meet their students educational needs without jeopardizing the highly qualified status of the campus.
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

IL.6 TF-VI, TF-VII	EDLD 5345 Human Resource Mgt	7/26/2011	5 hrs	Students access the policies and procedures in place in their district related to teacher mentoring programs by accessing the district's webpage or contacting district Human Resources Office and reflect on the policies in place for mentoring induction.	http://www.tasb.org/policy/pol/private/128904/http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=DAA(LEGAL).pdf After a careful review of the Beaumont ISD policy and then a comparison to the Falls City ISD policy document, I conclude they are basically identical. Reflecting on this fact, I think it is more than likely both are housed on the same TASB servers. This is more than likely the case with the majority of the schools in Texas.... In retrospect, I think this insures a fair and consistent application of state educational laws making it much easier for TEA to give a fair ruling in the event grievances are filed.
IL.6 TF-VI, TF-VII	EDLD 5345 Human Resource Mgt	7/26/2011	5 hrs	Students complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at their campus or workplace, and identify and describe where and how their campus has responded to each of the elements of Cultural Proficiency	<p>I felt very comfortable about answering with a 6 or 7 to most of the cultural proficiency questions, i.e. I function at the cultural proficiency level in most areas. I am a little uncomfortable when it comes to asking questions of other educators about their personal practices; however, if it were brought to my attention that a student(s) or a group of students was being mistreated for any reason, or not being helped to reach their fullest potential for any reason, I would do my best to determine the best resolution to the situation and do my best to get it rectified promptly.</p> <p>I do think that people from diverse cultural backgrounds should be able to talk about their unique experiences growing up and about their culture's unique experiences without blame for past actions of a nation or of one culture against another. The only way that we can grow beyond the past conflicts is to discuss them, and take logical steps stop any actions/reactions that still exemplify old prejudices. I do not think any good can come from people of one cultural group or another attempting to punish modern generations for the actions of their ancestors.</p>
I.2 TF-V	EDLD 5326 School Community Relations	9/16/2011	5 hrs	Students develop a plan for a family-school-community partnership(s) to increase student achievement	<p>In reflecting about the parent involvement project I outlined... this is what came to mind...</p> <p>Falls City ISD is a small rural town in south central Texas. It is a property poor district; however, parents travel between 10 minutes and 3 hours daily to and from work in order to provide for their families. Two direct results of parents travelling outside the district for higher paying jobs are that only about 19% of the student population qualifies for the national free and reduced lunch program and it is difficult for most parents to participate in evening school related activities. Falls City ISD parents do have high achievement expectations for their children. In</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

				<p>most cases they work extra hard at home to provide good home learning environments and are willing to work with their children in whatever capacity they can to improve their child's academic achievement. As The TAKS assessment was implemented, parents were more than willing to attend training meetings and help their children learn, not only how to "read" the reading samples, but also how to apply those same reading skills to the mathematics, science, and social studies sections of the test. The project proposed is essentially an extension of that original training model being applied to the STAAR assessment methods. Over the summer teachers were exposed to new ways to build academic vocabulary lessons into their daily lessons. August in-service, provided teachers STAAR assessment training that introduced them to the new structure of future assessments and samples of ways to prepare their students to continue to achieve at the exemplary standard level. Teachers have been working on their own to integrate those lessons into their existing curriculum plans these first few weeks of school. Because the processes for the new tests are new, it makes sense to once again train our students' parents so that they can reinforce the necessary learning processes at home.</p> <p>According to the Epstein model, posted in October of 2001, by Mary G. Sanders in the Vol. 85, No. 627 issue of the NASSP Bulletin, (p.55), there are six types of involvement:</p> <ul style="list-style-type: none">(a) <i>parenting—helping all families establish home environments that meet children's social, emotional, and physical needs, and helping schools understand families;</i>(b) <i>communicating—designing and conducting effective forms of two-way communication about school programs and children's progress;</i>(c) <i>volunteering—recruiting and organizing help and support for classrooms, school functions and student activities;</i> (d) <i>learning at home—providing information, ideas, and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities;</i>(e) <i>decision making—including parents in various aspects of school governance; and</i>(f) <i>collaborating with community—identifying and integrating resources and services from the community to strengthen and support schools, students, and their families; and from schools, families, and students to support the community.</i>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>The project I have outlined will have aspects of each of the parenting, communication, volunteering, and learning at home types of parental involvement. Parenting because a new set of parents will be receiving this training as their students enter elementary school. They will learn ways they can establish a better home environment for their children. Communicating, because in order for the project to be a success, principals, teachers, and parents will rely on effective two way communication about the training meetings, how to implement the training at home, and student achievement. Volunteering because teachers will be volunteering their time and effort beyond the school day to introduce parents to the processes that must become fluent for each student in order for the campus to be successful and because parents will be volunteering their time to attend the training meetings and possibly to help other parents who might be struggling with ways to implement the training at home. Learning at home- because teachers will be providing parents with information, ideas, and processes that will reinforce at home what students are learning at school. Additionally, this project is directly linked to more than one student achievement goal in each campus and district improvement plan which are developed by site-based decision making teams composed of parents, teachers, business leaders and school administrators and adopted by the school board each year. I will need to present it to principal and superintendent shortly in order to get it underway in time to help our students this year.</p> <p>Sanders, M. G. (2001). Schools, families, and communities partnering for middle level students' success. National Association of Secondary School Principals. NASSP Bulletin, 85(627), 53-61</p>
I.2 TF-V	EDLD 5326 School Community Relations	9/16/2011	5 hrs	Students develop a presentation to be given to key stakeholders in their school that emphasizes the importance of parental-community involvement to student achievement.	<p>I believe this project would serve to bolster student performance on daily assignments as well as on STAAR assessments. It will give all stakeholders a hand in ensuring the success of our students. As I read the assigned readings this week, I again found myself wondering what recent documents might say about Site based decision making processes and surely there must be current data to support their beneficial effect on school communities. I was moved to action and started searching the SEDL site for current information relevant to this topic. I found a couple of articles and a pertinent webinar that had been archived shortly after it was presented on August 18, 2011, regarding the evaluation of family engagement strategies. I wanted to be sure my plans included valid evaluation methods for this type of project, so I tried to watch the archived webinar. The webinar was presented by researchers involved in the Harvard Family Research Project. The volume died about 1/3 of the way through the presentation and although a transcript was</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>promised, it has not yet been posted. I heard only a small segment, I was alarmed to learn that even seasoned researchers are having difficulty collecting useable data to evaluate the true effect of site based decision making processes on schools because school have not evaluated their programs or their effectiveness for a variety of reasons. These researchers, including the webinar panelists: Rebecca Maynard, Commissioner, National Center for Education Evaluation and Regional Assistance (NCEE), U.S. Department of Education; Kate Gill Kressley, Senior Research Associate, RMC Research Corporation; Eric Dearing, Associate Professor of Applied Developmental Psychology, Lynch School of Education, Boston College; Amy Aparicio Clark, Project Director , Education Development Center, Inc.; Kathleen Hoover-Dempsey, Associate Professor of Psychology and Education, Vanderbilt University are making an effort to instruct those within their realm of influence in easy methods to include evaluation into project planning and implementation from inception to finish so that it happens as a bi-product of pertinent data produced during the project, rather than as an afterthought when there is no almost way to collect useable data. According to the presenters listed above, it is critical that schools be able to provide data driven research to substantiate their claims that family, school, community projects are having positive effects on the students and communities they are designed to help. That was the point of the 8th webinar in the Achieving Excellence and Innovation in Family, School, and Community Engagement series, archived as part of a webinar series by the partners: U.S. Department of Education, United Way Worldwide, National Parent Teacher Association (PTA), and the Harvard Family Research Project.</p> <p>Following additional links on the site to find the Logic Model the presenters introduced within the webinar, Evaluating Family Engagement strategies: Addressing Measurement Challenges, moderated by Founder and Director of the Harvard Family Research Project, Heather Weiss, eventually led to a fairly current article, published in 2009 that instructs readers, “How to Develop a Logic Model For Districtwide Family Engagement strategies.” The sample Logic Model for Districtwide Family Engagement included in that article actually fits my project well enough that I have considered adapting it to make a concise presentation to the Principal and Superintendent. I am including the sample as an Addendum to this assignment, in its entirety, to keep it close for implementation and in case it might prove useful to my instructors. Because this sample was developed for schools on the east coast, its developers include unions as stakeholders. Texas is a non-union state; therefore, during the adaptation process of this tool, references to union stakeholders will be left out. I will reflect more upon this Logic model and its</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					<p>revision to turn it into a suitable efficient tool for our district to use during the full development of this project, should I get permission to proceed.</p> <p>This week's lesson topic started simple, but got me into thinking about the big picture and how to do it "right", especially when considering how to design effective evaluations in to the project. I gathered some very useful information about the topic in addition to the course readings provided.</p> <p>Harvard Family Research Project (2011, August), Evaluating Family Engagement strategies: Addressing Measurement Challenges. Presented as the 8th webinar in the series <i>Achieving Excellence and Innovation in Family, School, and Community Engagement</i> series, retrieved, September 11, 2011, from http://www.nationalpirc.org/engagement_webinar/archive-webinar8.html</p>
<p>I.2</p> <p>TF-I, TF-II, TF-III, TF-V</p>	<p>EDLD 5363 Video Technology and Multimedia</p>	<p>12/16/2011</p>	<p>15 hrs</p>	<p>Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.</p>	<p>The Public Service Announcement (PSA) required a great deal of planning. As a group, we met several times via Google Docs to brainstorm and decide upon a topic for our one minute PSA. We had begun research, and statistics gathering when a new member joined the team. As it happens, her family has experienced the heart break of a relative being killed as the result of texting while driving. As a group we determined the PSA would definitely focus on the dangers of teen texting while driving, and spent the remainder of the week developing a story line, narrative script, shot list, and testing video equipment, editing and file format conversion results to create a PSA entitled, Is texting while driving worth the risk?. In determining how much information we need to have ready for the video production, we referred to the article, Video Production Scheduling, retrieved from http://www.videomaker.com/article/14579/ November, 27,2011, " no exact formula exists for creating an effective shooting schedule. Every project has different parameters and considerations." We found the author recommends considering the purpose and audience, while stressing the development of the shooting script. This script should include shot lists, locations, actor positions, etc. When considering how long to expect the final project to be, the author estimates that about a page of text is equivalent to one minute of video. Putting this into context for this week's Public Safety Announcement; the end product is supposed to be 60 seconds in length; the script should be about a page long. (Startz,P.) Our work falls within these parameters. The assignment for week 3's pre-production stage has been uploaded to my wiki at: https://pastartz.wikispaces.com/EDLD+5363-8028+Multimedia+and+Video+Projects. It will be posted in each of the group members' wiki's as well. The collaborative document is located at: https://docs.google.com/document/d/1K0onNYVN_oGtws5LLNxDWMVTNpHQE</p>

Appendix F_1: ET_Course-Embedded Internship Summary



LAMAR UNIVERSITY

					ALpsOG5Symw43M/edit?hl=en_US. This link was turned in with our assignment. Note: The italicized portion of the above blog entry was originally posted in my Lamar.edu discussion board post at: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid
III.8, III.9 TF-I, TF-V, TF-VI, TF-VII	EDLD 5362 Information Systems Management	4/12/2012	6 hrs	Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology.	In thinking about what I have read, the videos I have seen, and the teachers I have interviewed, I am surprised that the school district for which I work actually paralleled the schools studied in the focus groups of the PEW Internet and American Family research studies conducted in 2001, 2002, and 2005. The deployment of network infrastructure to support internet access paralleled the National telecommunications infrastructure deployment efforts in schools and the teachers indicated the same sentiments about internet use in their classrooms. It has saved them and their students time and makes the most current research available to their students whether it is at home or at school....The report may be found in the Week 1 Assignment within my wiki at: https://pastartz.wikispaces.com/EDLD5362+Infrastructure
III.8, III.9 TF-I, TF-V, TF-VI, TF-VII	EDLD 5362 Information Systems Management	4/29/2012	5 hrs	Students will evaluate and analyze a school district's Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training.	I conducted a detailed cost review of the TxEIS Student information system and discussed some of the features our teachers and staff like and/or dislike. The process of moving to TxEIS from RSCCC occurred during the summer of 2011 so the details of system infrastructure and workstation requirements were fresh. It appears to be a cost effective solution for our district at this time and is currently hosted locally rather than at one of the Region Centers. With the advent of affordable high quality broadband via our Wireless tower, the hosting and main management responsibilities may shift to one of the region centers.
II.4, II.5 TF-II, TF-III, TF-IV, TF-V	EDLD 5364 Teaching with Technology	3/27/2012	12 hrs	As campus professional development activity, create a wiki-based study group with 3-5 teachers leading and support teachers who analyze data related to student learning ,	This course, Teaching with Technology is one that I have been looking forward to since I registered for my first Lamar graduate course in the Masters of Educational Technology program. Borrowing from my project reflection... The quote that resonates the most as I complete this project is from the McREL Technology Intervention report on school wide technology reform. In that report, Pitler stressed... "Training must have an instructional focus that guides teachers to think first about their curriculum and second about how to integrate the technology into that

Appendix F_1: ET_Course-Embedded Internship Summary



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			<p>create a lesson using Universal Design for Learning at the CAST Lesson Building at http://lessonbuilder.cast.org/, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.</p>	<p>curriculum... technology needs to be considered as a means to accomplish curriculum goals and an instructional tool, not as the goal itself." (A-4).</p> <p>This project showed me how to do that and in turn how to help teachers realize 21st century instructional goals using technology. In making this statement, I can honestly say the course, Teaching with Technology, expanded my knowledge of current learning theories and challenged me, through the development of the Technology Intervention Project, to apply Tech. Facilitator standards, IIA-C as our group collaboratively designed and created a learning environment for teachers as a framework for their development of technologically enhanced learning experiences for diverse learners. These same activities demonstrate mastery of Tech. Facilitator standards III.A-E.; the inclusion of assessment and evaluation strategies for students and teachers is a demonstration of the application of Standard IV. Finally, the sum total project site and its work logs demonstrate Tech. Facilitator Productivity and Professional Practice which is an application of Standard V.</p> <p>This course has deepened my knowledge of Web 2.0 Internet tool uses and in fact will help me more fully develop my Action Research Project in addition to helping me help my teachers better address the needs of their diverse classrooms. I now have a much better idea how to modify really good "flat" lessons with web 2.0 tools to support teachers in their efforts to move to learner-centered teaching practices. Thanks to the project and the course, I have a wealth of research based scenarios to share with my teachers. I also have the CAST UDL lesson builder site to with them to help them build better research based lessons that address the needs of the diverse learners in their classrooms of ever increasing size. I want them to know that according to many, many educational researchers, "Technology amplifies the resources teachers can offer their students,"(16).</p> <p>I have created a detailed project reflection that should be considered as part of this course reflection. It is posted on my wiki at: https://pastartz.wikispaces.com/file/view/5364projectreflection.pdf</p> <p>The collaborative process has taken its toll on me...it is very difficult to develop a complete high quality site when partners only manage a single 4 -5 hour stint in which they come and go for short periods. We attempted to use google doc voting tables for brain storming to compensate for this lack of joint planning time during the week. It was better than nothing, but I feel that closer scrutiny will</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



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					<p>reveal shortcomings that could only have been addressed with the commitment of more time for the process by individual team members. I instituted effort action plans to try to make members accountable for their actual contributions to the project. I am not sure it did any good, and I have to be honest, once I realized setting dates and times during the week was useless, it was very hard to justify continued non-stop devotion that was keeping me up until 2 and 3 am each morning the first 2 – 3 weeks. This will inevitably be an issue with almost any collaborative effort; I will need to do more study in developing effort documentation to ensure credit is commensurately awarded with overall effort on a given project.</p> <p>I cannot end a course reflection without mentioning how awesome the Big Thinkers visions of the impact of web 2.0 tools and gaming on the future of education may be. I am trying to stay focused on the positive impact these tools will have on all students as teachers learn to use them to meet their individual learning needs. Sites like the CAST site exist to provide free tools to help teachers profile their classes in order to customize appropriate learning activities for each type of individual. The CAST site even provides an online lesson builder tool and template, also for the purpose of customizing instruction to meet the needs of diverse student profiles. Busy teachers need these tools every day and the fact they are free is HUGE because with class sizes increasing and budgets decreasing, they are likely the only kinds of resources teachers will have to help them meet the needs of their students. See the links below for access to these free resources.</p> <p>In closing, I will say that one of my missions in embarking on my eJourney for my Master's in Educational Technology degree was to learn about web 2.0 tools and how to utilize them to enable teachers to better meet the learning needs of their diverse student populations. This course goes a long way towards enabling me to mark that goal accomplished.</p> <p>Resources: Pitler, H. (2005). <i>McRel technology initiative: The development of a technology intervention program final report</i> (Contract Number ED-01-CO-0006). Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch_SearchType_0=no&accno=ED486685.</p>
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Appendix F_1: ET_Course-Embedded Internship Summary



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					Startz, P (2012). 5364 Project Reflection retrieved from: https://pastartz.wikispaces.com/file/view/5364projectreflection.pdf
I.1.I.2, I.3 TF-I, TF-II, TF-III, TF-V, TF-VI, TF-VII	EDLD 5366 Graphics Design and Web Publishing	2/22/2012	12 hrs	Students will collaborate to create a website that addresses digital ethics, design principles, diverse learners, and communication with peers, parents, and the larger community in order to nurture student learning.	<p>In retrospect, I must say that my design skills are improved, and I have a new understanding of why students learn better with multiple audio and visual stimuli. I believe there is a valid argument for the inclusion of gaming as teaching tools.... As the result of the group projects, I do think group web sites are much more fun to work on than a one person developer/maintainer system, but I am not sure Google Sites is quite ready for full blown use. I know our district does not have enough reliable bandwidth to consider sites and applications solely hosted at remote sites, but it would sure reduce the stress on me during thunderstorms to have these critical electronic tools located elsewhere. I think teachers do need to utilize a web portal type site incorporating multiple tools(lesson plans, grade book, student submittal, classroom calendar, wiki, messaging, resource links), but I think there will be a one stop way to accomplish this feat in the near future so that it does not require redundant labor on the teacher's part to utilize multiple tools. This will. In turn lead to eportfolio archives for every teacher and student which will result in evaluations that will depend in some degree on reflections and summaries of the learning that each of these archives represents. Reflections and summaries that demonstrate mastery and document skill levels for graduation, certification, and other credentials, etc. It is the beginning of an assessment shift that is hard to fathom at this point. All in all, I have refreshed existing skills and learned new skills that are already being put to use in my current job and will come in very handy in helping our teachers better meet the needs of the diverse learners in their classrooms.</p>